EUROPEAN FIRST YEAR EXPERIENCE CONFERENCE 2016

Monday 4th – Wednesday 6th April 2016

ABSTRACT SUBMISSION FORM

Proposals should be submitted to efye@arteveldehs.be by **1 December 2015**.

Speaker(s)	Riet Callens, Tinne De Laet, Koen Paes, Jef Vanderoost, An Vanfroyenhoven, Jasper Witters
School / Department / Institution	KU Leuven, Tutorial Services of Engineering Science
Biographical details for each speaker (50 words maximum)	
Riet Callens received the M.Sc. degree in Physics and the Ph.D. degree in Physics from the Katholieke Universiteit Leuven (KU Leuven), Belgium in 1999 and 2003 respectively. After being a postdoctoral Fellow of the FWO she became a tutor for first year students at the Faculty of Engineering Science (KU Leuven, 2006-present). Tinne De Laet received the M.Sc. degree in engineering science and the Ph.D. degree in mechanical engineering from the Katholieke Universiteit Leuven (KU Leuven), Belgium in 2005 and 2010 respectively. After being a postdoctoral Fellow of the FWO she became a tenure track professor and the Head of the Tutorial Services of Engineering Science of the KU Leuven in 2013. Koen Paes received the M.Sc. degree in Physics from the Katholieke Universiteit Leuven (KU Leuven) and the Master degree in Engineering Technology from the Group T College (Leuven), Belgium in 2001 and 2013 respectively. In addition to being a teacher in a secondary school (College Vilvoorde, 2004-present), he started working part time for the tutorial services of the Faculty of Engineering Science (KULeuven) in 2015. Jef Vanderoost received the M.Sc. degree in engineering science and the Ph.D. degree in mechanical engineering from the Katholieke Universiteit Leuven (KU Leuven), Belgium in 2005 and 2012 respectively. He started working for the IJKINGPRO-project at the Tutorial Services of Engineering Science of the KU Leuven in 2013. An Vanfroyenhoven received the M.Sc. degree in mathematics from the Katholieke Universiteit Leuven (KU Leuven), Belgium in 2001. After being a teacher in a secondary school (Sancta Maria Leuven, 2001-2010) and a teaching assistant at the department of Mathematics (KU Leuven, 2010-2012) she started working for the tutorial services of the Faculty of Engineering Science (KU Leuven) in 2012. Jasper Witters received the M.Sc. degree in engineering science from the Katholieke Universiteit Leuven (KU Leuven), Belgium in 2014. He started working as a teaching assistant for the department of Mechanical Engineering (KU Leuven) in 2014. He combined that with work for the tutorial services of the Faculty of Engineering Science (KU Leuven) in 2015.	
Statement of link to the conference theme(s)	
1. The student lifecycle: transition, How we screen, track and support first-year students?	
Session/poster title	

Feedback Path for First Year Students Engineering Science: a data-based approach
Session type – ADD LINK TO FORMATS (Workshop, Paper, Show and Tell or Poster). If submitting a workshop or paper, please indicate if you would prefer a 30 or 60 minute slot. We can't guarantee that we will be able to accommodate all preferences.
Challenge workshop: 30 minutes time slot.
Summary (50-word summary for programme)
In the workshop we present an approach deployed by the Tutorial Services of Engineering Science to use extensive data to provide high quality feedback to first year students. We invite the participants to discovered pros and cons of such an approach and to address issues still present.
Abstract (500 words maximum, not including references if used)

Each year more around 500 first year students enroll in the studies Bachelor of Engineering Science and the Bachelor of Engineering Science: architecture at the KU Leuven. As for all first year students, the transition to higher education is challenging both from the academic and social perspective (Tinto 1993). The transition period from learning dependence to learning autonomy also provides the opportunity for students to reflect on their conceptions of learning and assessment, and how the first-year experience may allow individuals to prepare for university study and develop key skills for their future careers (Hodgson et al. 2010). This however requires that each student receives comparative (i.e. positioning with respect to the peers) or formative feedback of high quality. Providing such feedback to the first year KU Leuven engineering students is challenging due to the large number of students (+- 500) and their busy schedules (up to 40 contact hours per week).

During the academic year 2014-2015 the Tutorial Services of Engineering Science developed a path of feedback and guidance for the students in the 1st year of the Bachelor of Engineering Science and Bachelor of Engineering Science: Architecture.

The developed feedback process is built around four key ideas:

1. Every student needs feedback to **position him/herself** in relation to the objectives of the bachelor (courses) and in relation to his/her fellow students.
2. Each student must be provided with information about the i**mpact of his/her current position on his/her future study path**.
3. The feedback must be easily **accessible** and **understandable**.
4. The feedback has to be **tailored to the study process** of the student and should be **"just-in-time",** corresponding to the key moments in the study process (e.g. deadlines for reorienting).

The Tutorial Services of Engineering Science translates the above key ideas into a path of feedback and coaching that uses a synergy of group sessions and an individual approach. This synergy is essential for large groups of students with high demand for feedback. The details of this path are available online: https://eng.kuleuven.be/studenten/studentenbegeleiding/feedback/ and makes extensive use of data (and intuitive graphical representations) to support the advice given to students (for example see the figure below).

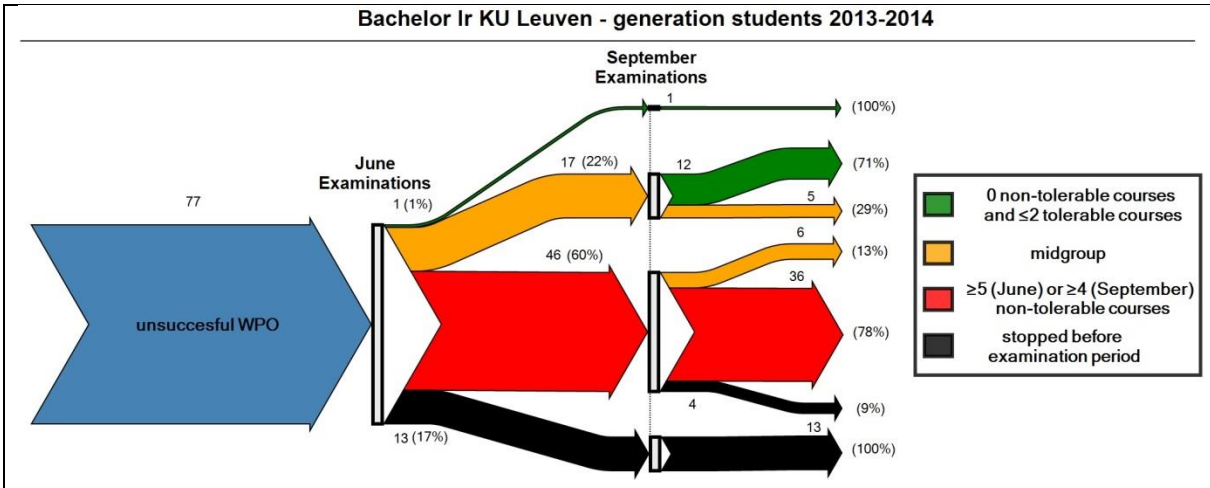

Figure 1: Flow diagram of study pathway of generation students of 2013-2014 that did not pass the course Mathematics for Problem Solving (WPO) the year before.

During the workshop we will report on this feedback path, including the comments collected from students. Moreover, we will invite the participants to propose extensions and changes to the current approach.

As an example follows a small case related to the above figure. On the feedback webpage the above figure is supplemented with an interpretation and advice from student counsellors. Students react differently when confronted with this information. Some students state that anything is still possible, and that they will be the ones that are successful (green category). Other students state find the figures demotivating, and even daunting.

Main message of the session: "After this session the participant will know/have experienced/have gained…"

After this session the participants will on the one hand have learned how the Tutorial Services of Engineering Science use extensive data to provide high quality feedback to first year students. On the other hand, participants have discovered pros and cons of such an approach and have helped to answer questions still present.

Data projectors are standard, if you have further IT or audio-visual requirements please indicate here.

Wireless internet in the presentation room if available (for interactive questions)

Any other requirements (please indicate, for example, if you would like to bring additional materials if you are submitting a poster).

Keywords: every presentation will be categorized according to some keywords. Please check the box of the keywords applicable to your session. The keywords are based on interesting EFYE-topics for this conference.

☐ Active learning	☐ Pre entry
☐ Belonging (socially, academic)	☐ Research on FYE
☐ Big Data	☐ Residential students
☐ Commuter (or local) students	☐ Retention
☒ Counselling	☐ Service learning/volunteering
☐ Curriculum	☐ Social cohesion
☐ Health and well-being	☐ Student diversity
☐ Induction (Orientation)	☐ Student finance
☐ Institutional development	☐ Student perspective
☐ International students	☐ Students as partners
☐ Language (academic)	☐ Study Skills

☐ Learning communities ☐ Library ☐ Parents ☐ Peer mentoring ☐ Physical spaces	☐ Social Media ☐ Technology ☒ Transition from highschool/college to HE ☐ Transition to second year ☐ Work and study

Data Protection: The information you supply on this form will be stored in paper and/or electronic format for the purposes of conference administration. Additionally, speaker biographies, abstracts and summaries of sessions/posters may be published in delegate packs and on the EFYE 2016 website.